Overview of School-wide Positive Behavior Support (SW PBS): Rationale, Critical Features, Examples, and Current Status

Presentation to
Indiana Office of Civil Rights Steering Committee Jan 23, 2007

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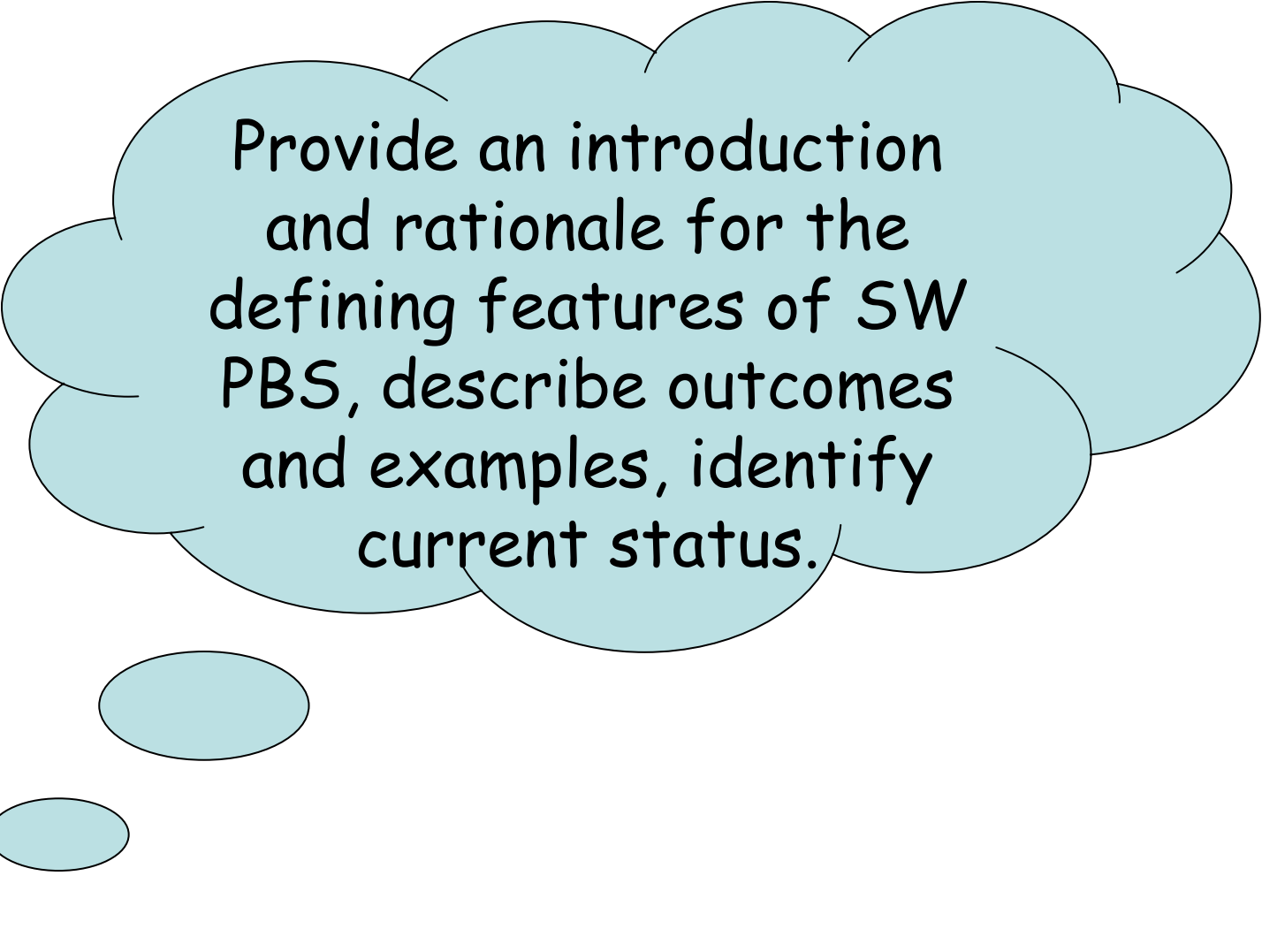Indiana University-Bloomington
swashbur@indiana.edu

References, Resources, Credits

- Rob Horner & George Sugai, Co-directors OSEP Technical Assistance Center on PBIS: pbis.org

- Many of these slides came from the PBIS center with permission of Rob Horner

- Mike Horvath and Mary Jo Sartorius -- administrators at Monroe County Schools Elkhart Schools, respectively.

- School Wide Information System: swis.org

Today's Purpose

Provide an introduction and rationale for the defining features of SW PBS, describe outcomes and examples, identify current status.

Presentation Outline
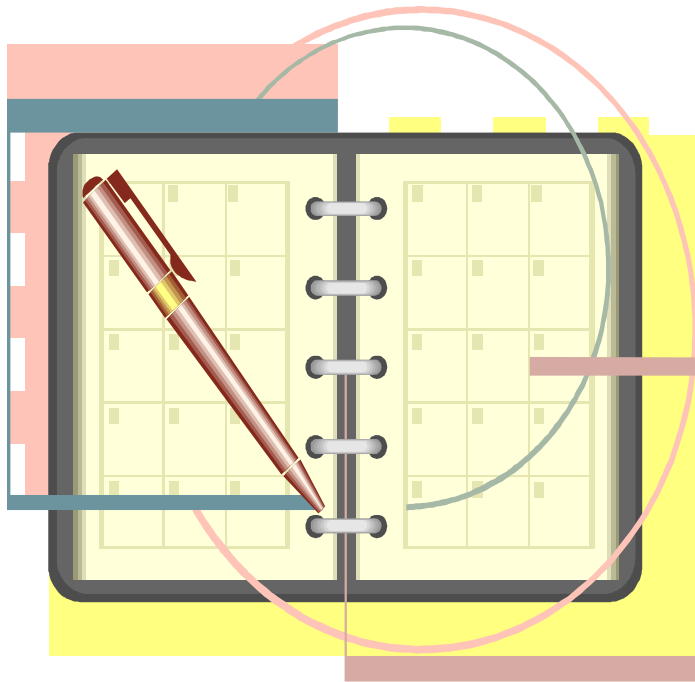
Rationale

Features

Examples and Outcomes

Status

Competing, Inter-related National Goals

- Improve literacy, math, geography, science, etc.
- Make schools safe, caring, & focused on teaching & learning
- Improve student citizenship
- Eliminate bullying
- Prevent drug use
- Prepare for postsecondary education
- Provide a free & appropriate education for all
- Prepare viable workforce
- Affect rates of high risk, antisocial behavior
- Leave no child behind
- Etc....

SW PBS Logic!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable

(Zins & Ponti, 1990)

Problem Behaviors in Schools

Insubordination, noncompliance, defiance, tardy, truancy, fighting, aggression, inappropriate language,, stealing, vandalism, property destruction, tobacco, drugs, alcohol, unresponsive, not following directions, inappropriate use of school materials, weapons, harassment 1, harassment 2, harassment 3, unprepared to learn, not following directions, parking lot violation, irresponsible, trespassing, disrespectful, banned items, failure to complete homework, disrupting teaching, uncooperative, violent behavior, disruptive, verbal abuse, physical abuse, dress code, other, etc., etc., etc…..

- Exist in every school
- Vary in intensity
- Associated w/ variety of contributing variables
- Are of concern in every community
- Concerns are relative

How much time?

- George Sugai (pbis.org) relates the story of one high school with 880 students that reported over 5,100 office discipline referrals in one academic year. Two out of every three students in this school have received at least one office discipline referral.

Adding up the days

5,100 referrals =

 avg. 15 min/referral = 76,500 min

1,275 hrs

159 days (@ 8 hrs)

Away from Instruction

- An elementa... referrals to ... Students we... for periods of 1 ... all day. Over 2/3 were referr... or lack of homework, mate...als, or refusal to work.

How will they not fall further behind?

Context Matters

- Schools increase the likelihood of problem behavior when:
  - Instruction is ineffective and leads to student failure
  - There is a failure to individualize instruction and accommodate individual differences
  - Management practices are inconsistent and punitive
  - Opportunities to learn and practice pro-social interpersonal and self-management skills are few
  - Rules and expectations regarding appropriate behavior are unclear

(Colvin et. al., 1993; Mayer, 1995)

Message

- *"Pupil achievements and behavior can be influenced (for better or worse) by overall characteristics of school. . . this means focus on features promoting good functioning at the classroom, departmental or whole school level"*
  – *Rutter & Maughan, 2002, pp 470-71*

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2 Typical and Ineffective Responses to Problem Behaviors

- *Get Tough* (Practices)

- *Train and Hope* (Systems)

Ineffective Response #1
"Teaching" by "getting tough"

Bailey: *"I hate this f_____ing school, & you're a dumbmotherf_____."*

Teacher: *"That is inappropriate language. I'm sending you to the office so you'll learn never to say those words again….starting now!"*

Immediate & seductive solution…."Get Tough!"

- Clamp down & increase monitoring
- Re-re-re-review rules
- Extend continuum & consistency of consequences—more punishing
- Establish "bottom line"

...Predictable individual response

Reactive response is predictable

When we experience an aversive situation, we choose interventions that give immediate relief:

- Remove student
- Remove ourselves
- Modify physical environment
- Assign responsibility for change to student &/or others

When the behavior does not get better, we "get tougher!"

- Zero tolerance policies
- More surveillance
- More suspension & expulsion
- In-service training by expert
- Alternative programming

…..*Predictable systems response!*

Erroneous assumption that student…

- Is inherently "bad"
- Will learn more appropriate behavior through increased use of "aversives")
- Will be better tomorrow…….

But. . . *false sense of security*

- Fosters environments of control
  - us versus them mentality
- Triggers & reinforces antisocial behavior
- Shifts accountability away from school
- Devalues and destroys student-adult relationships
- Promotes student alienation
- Weakens relationship between academic & social behavior programming

The science of behavior is very clear—we KNOW that people:

- Are NOT born with "bad behaviors"
- Do NOT learn when presented contingent aversive consequences

……..*Do learn better ways of behaving by being taught directly & receiving positive feedback…consider function*

Approaches that ignore the function of behavior

"Function" = outcome, result, purpose, consequence

- *"Brandon, you skipped 2 school days, so we're going to suspend you for 2 more."*

- *"Tonya, I'm taking your book away because you obviously aren't ready to learn."*

- *"You want my attention?! I'll show you attention,…let's take a walk down to the office & have a little chat with the Principal."*

- *Tardy students are "locked out" of classrooms and herded to the cafeteria to be processed.*

- *"No homework again? That's it, go to ISS and get it done."*

Ineffective Response #2:
"Train & Hope"

REACT

Choose Particular Practice

Hire expert to TRAIN everyone

HOPE for Implementation

WAIT for New Problem
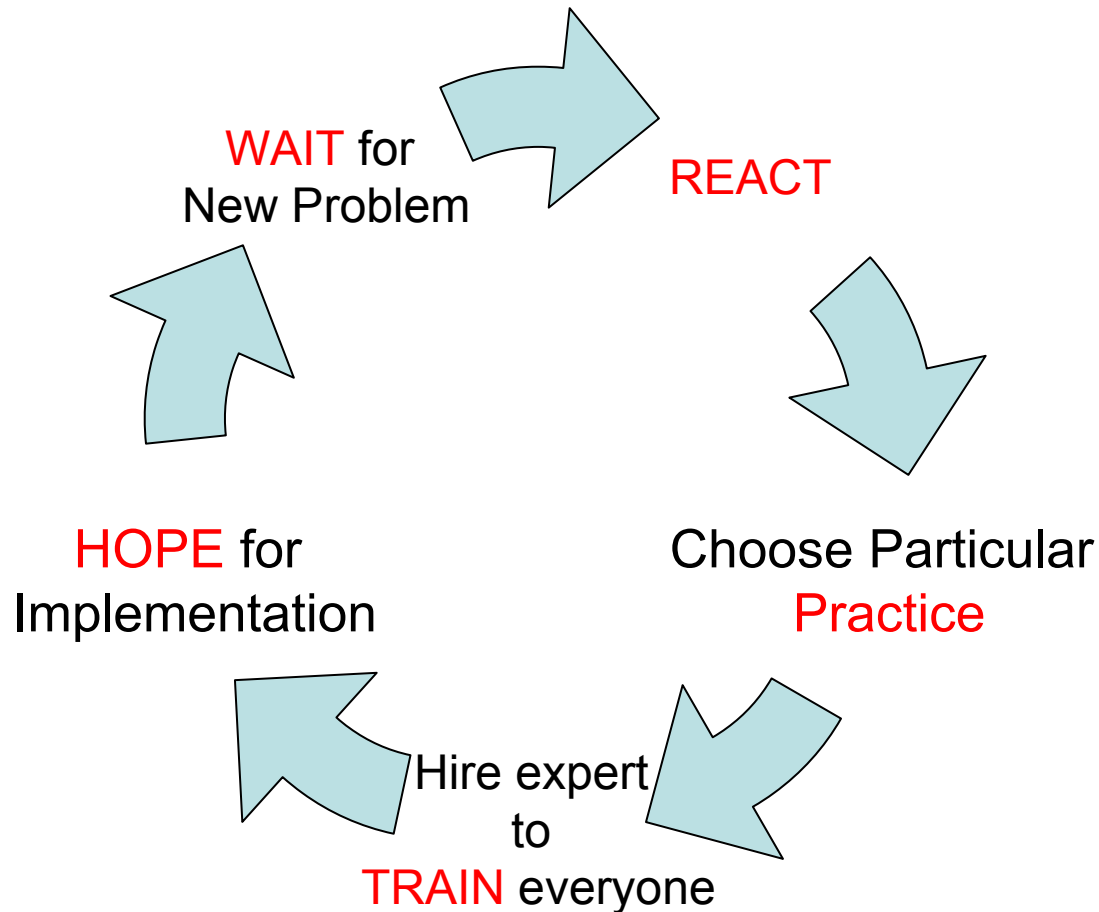
Context Matters

- *"Pupil achievements and behavior can be influenced (for better or worse) by overall characteristics of school. . . this means focus on features promoting good functioning at the classroom, departmental or whole school level"*
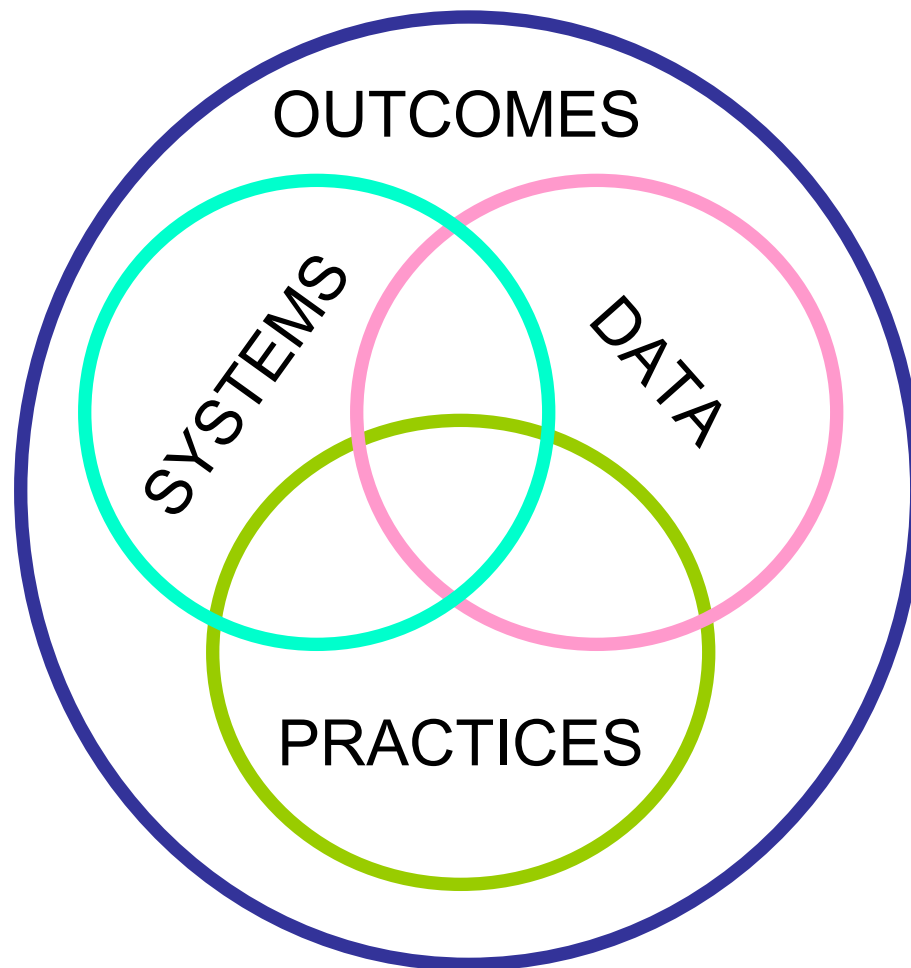 - *Rutter & Maughan, 2002, pp 470-71*

Enhanced PBS Implementation Logic

LEADERSHIP TEAM

Build Data System

Establish measurable outcome

Collect, analyze, & prioritize data

Select evidence-based practice

Monitor implementation & progress

Ensure efficient, accurate, & durable implementation

Implement

SCHOOL-WIDE
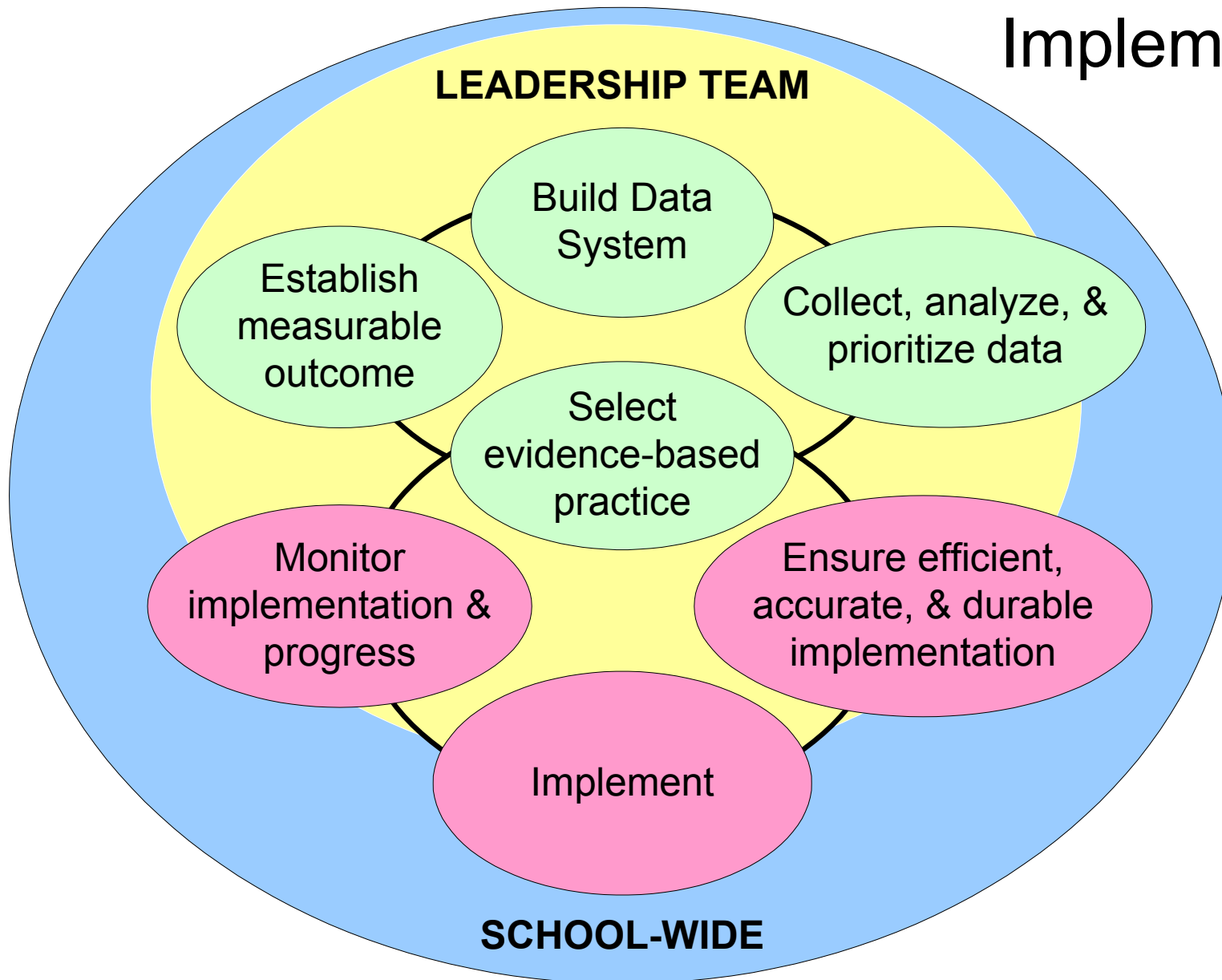
4 PBS Elements

Supporting Social Competence &
Academic Achievement

OUTCOMES

Supporting
Staff Behavior

SYSTEMS

DATA

Supporting
Decision
Making

PRACTICES

Supporting
Student Behavior
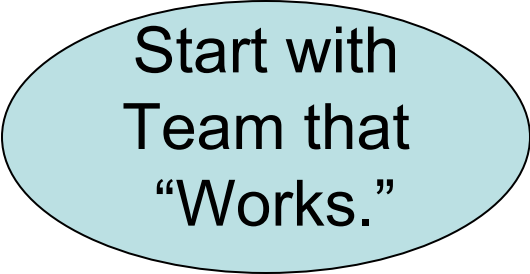
GENERAL
IMPLEMENTATION
PROCESS:
"Getting Started"

Team

Agreements
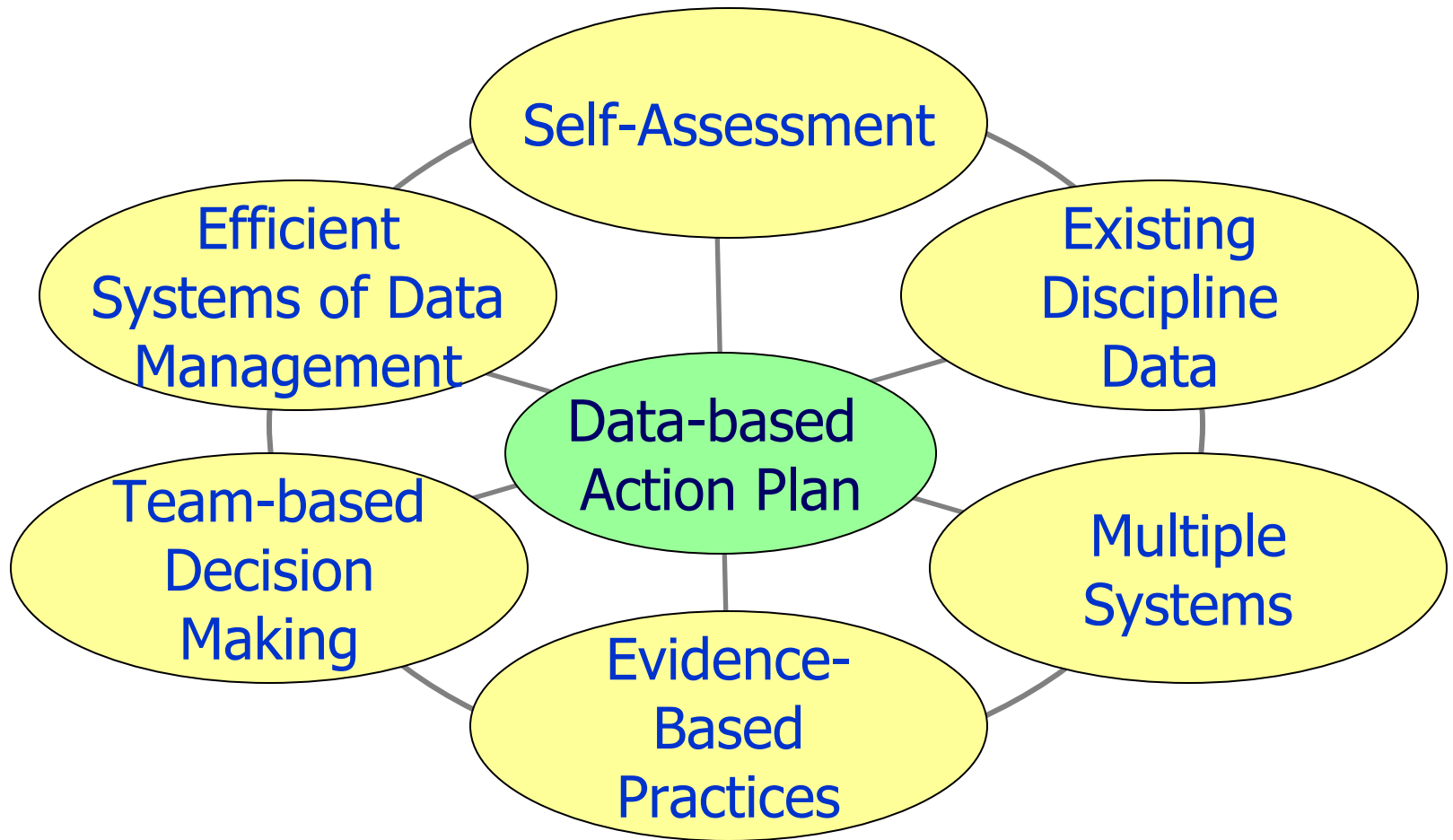
Data-based
Action Plan

Evaluation

Implementation
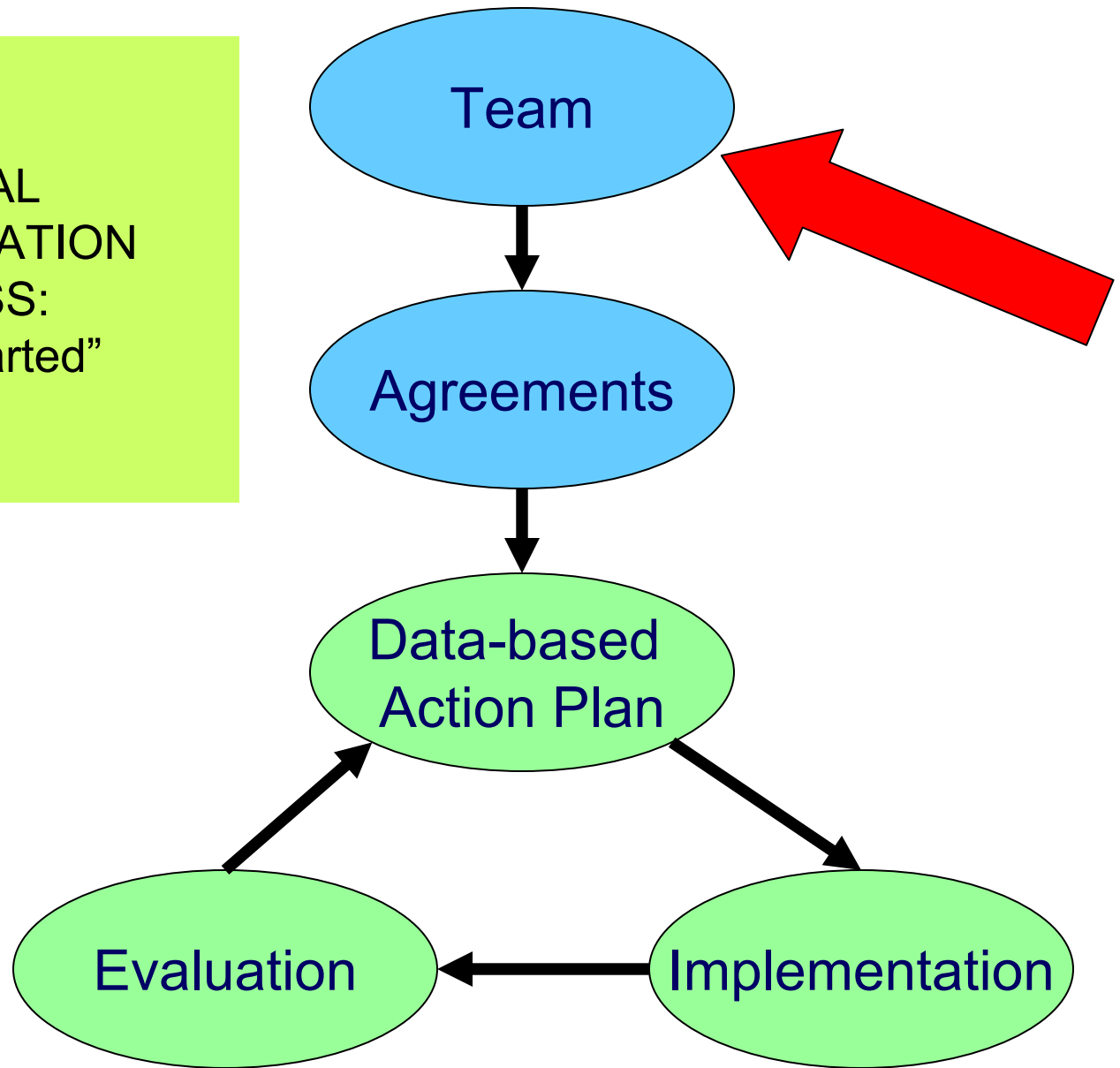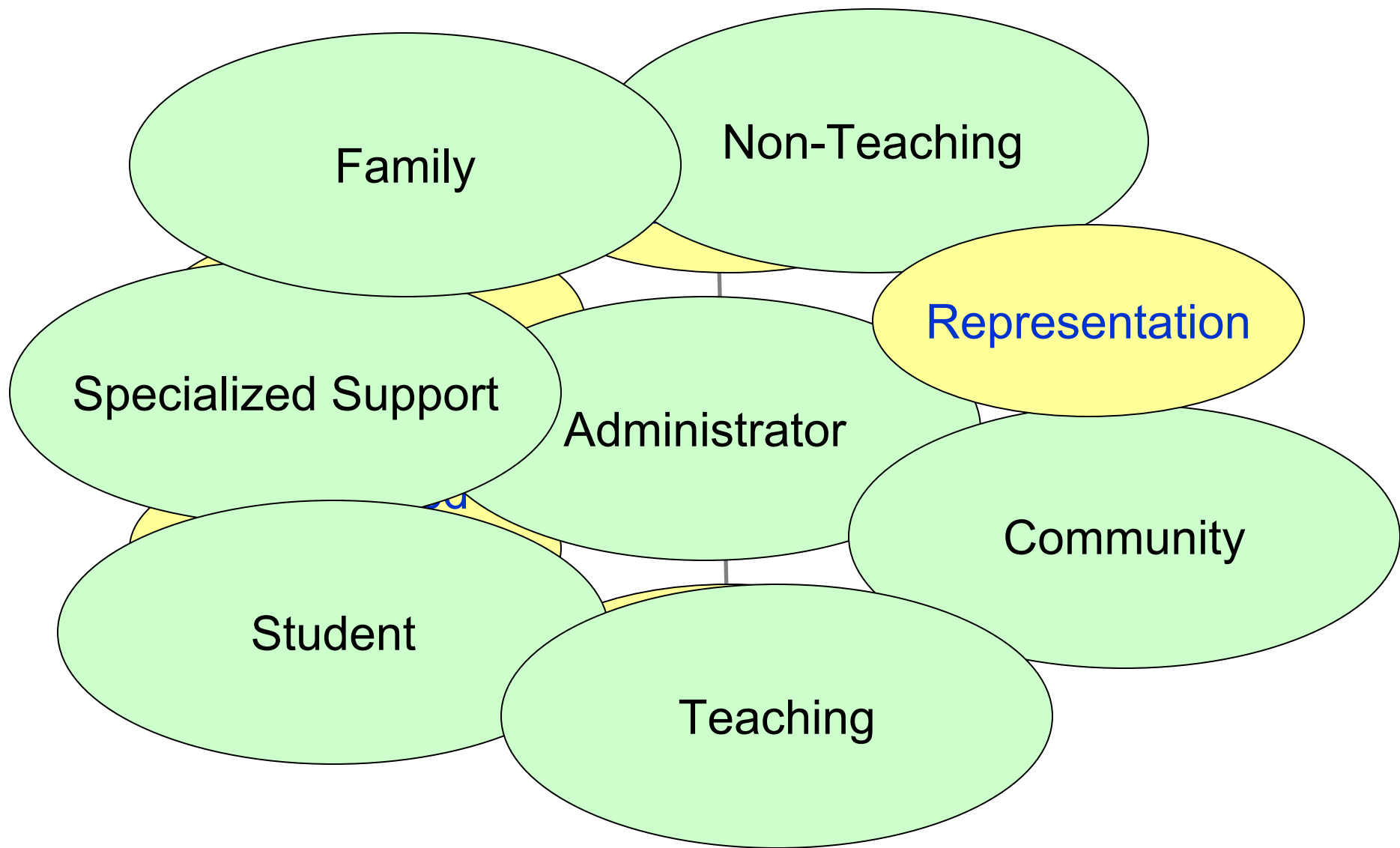
Team Composition

- Administrator
- Grade/Department Representation
- Specialized Support
  - Special Educator, Counselor, School Psychologist, Social Worker, etc.
- Support Staff
  - Office, Supervisory, Custodial, Bus, Security, etc.
- Parent
- Community
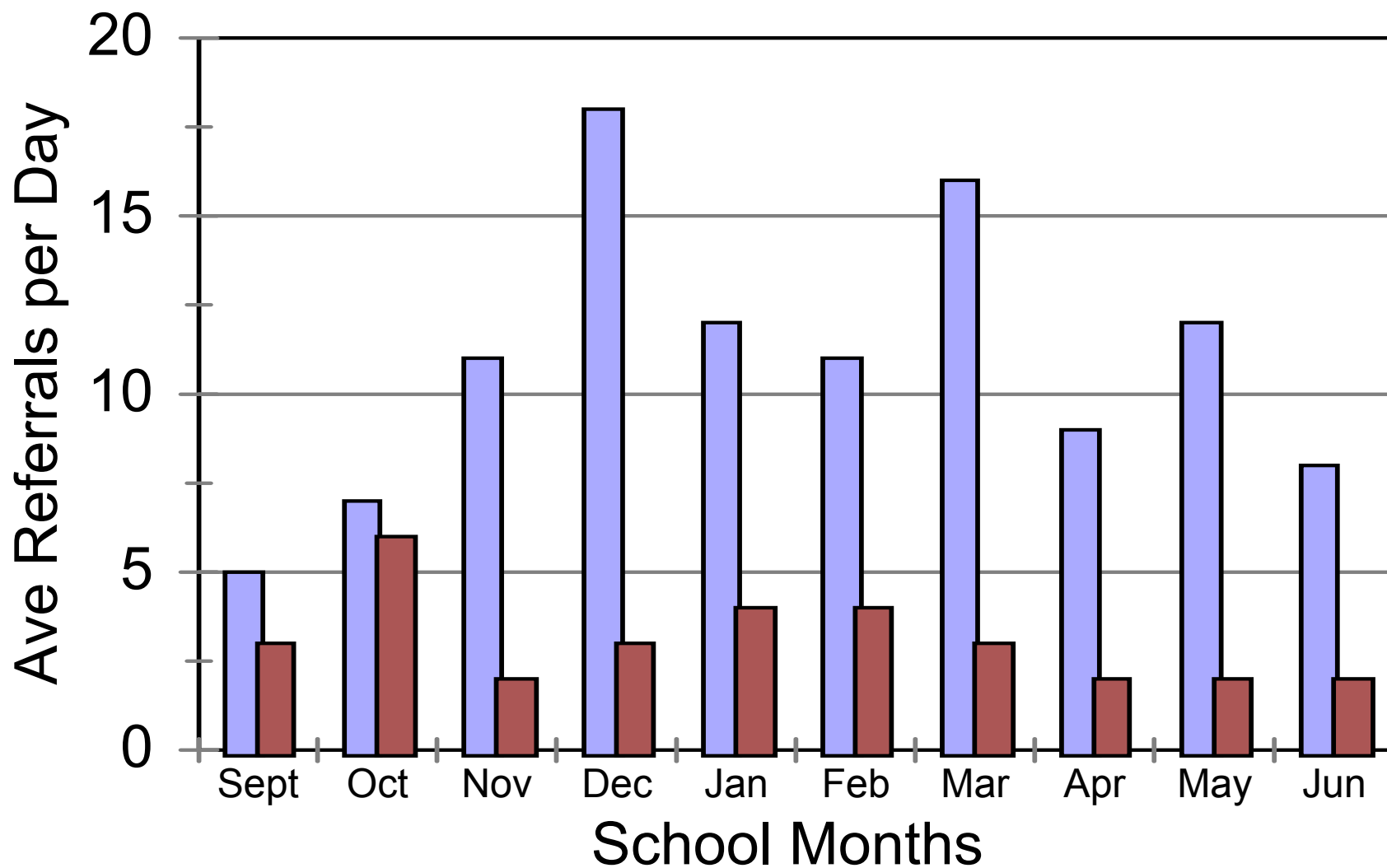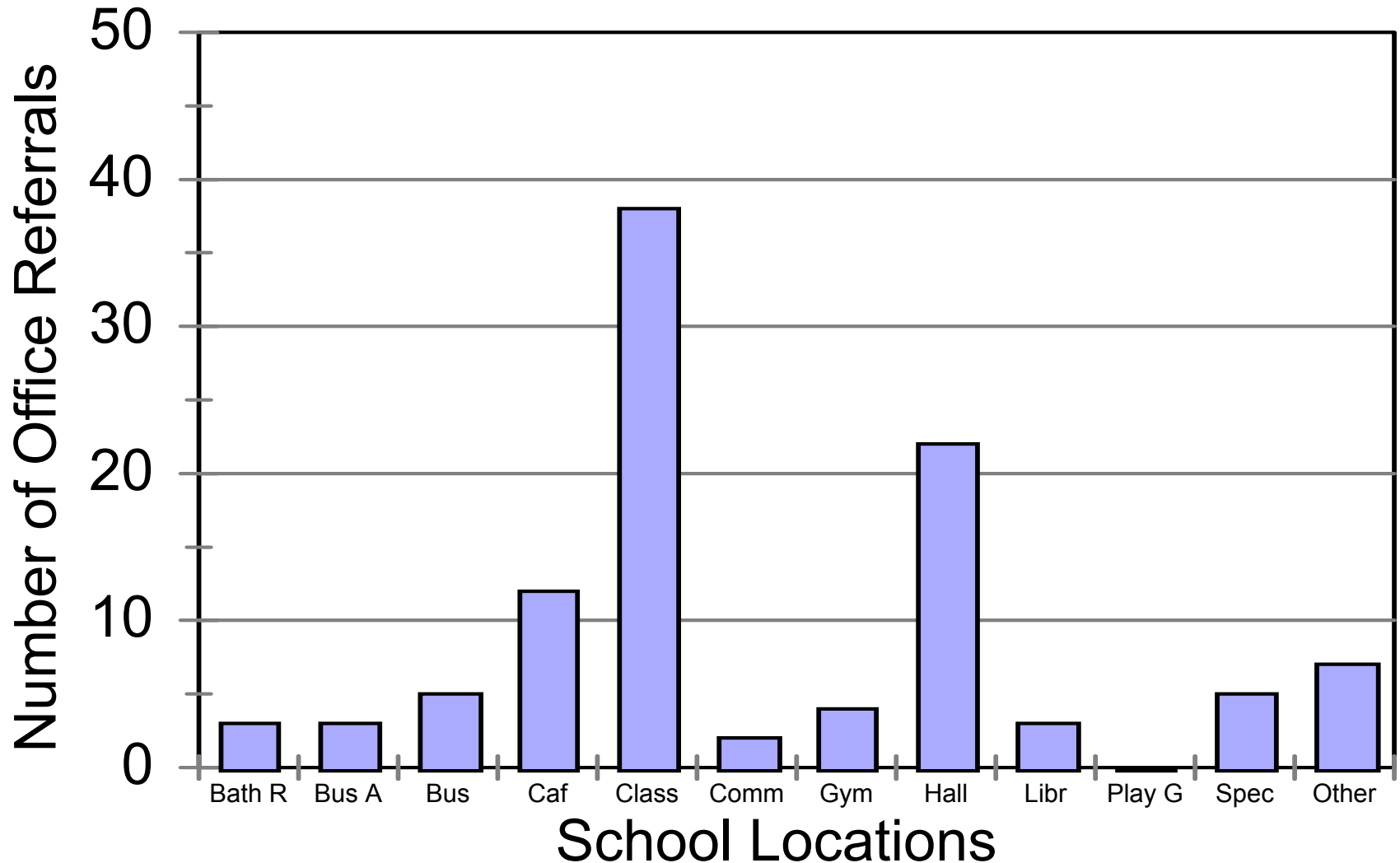 - Mental Health, Business
- Student

Start with Team that "Works."
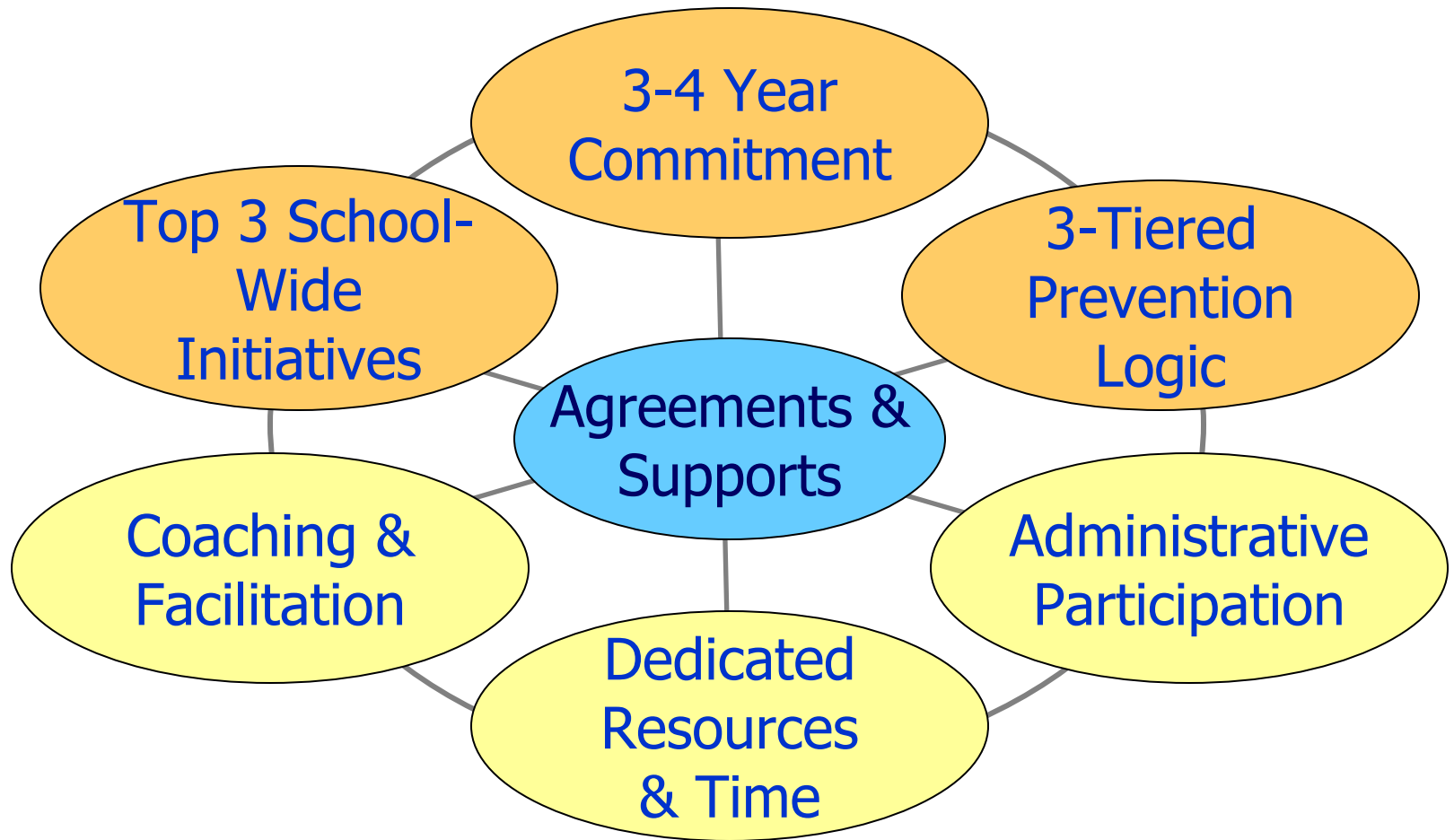
Office Referrals per Day per Month
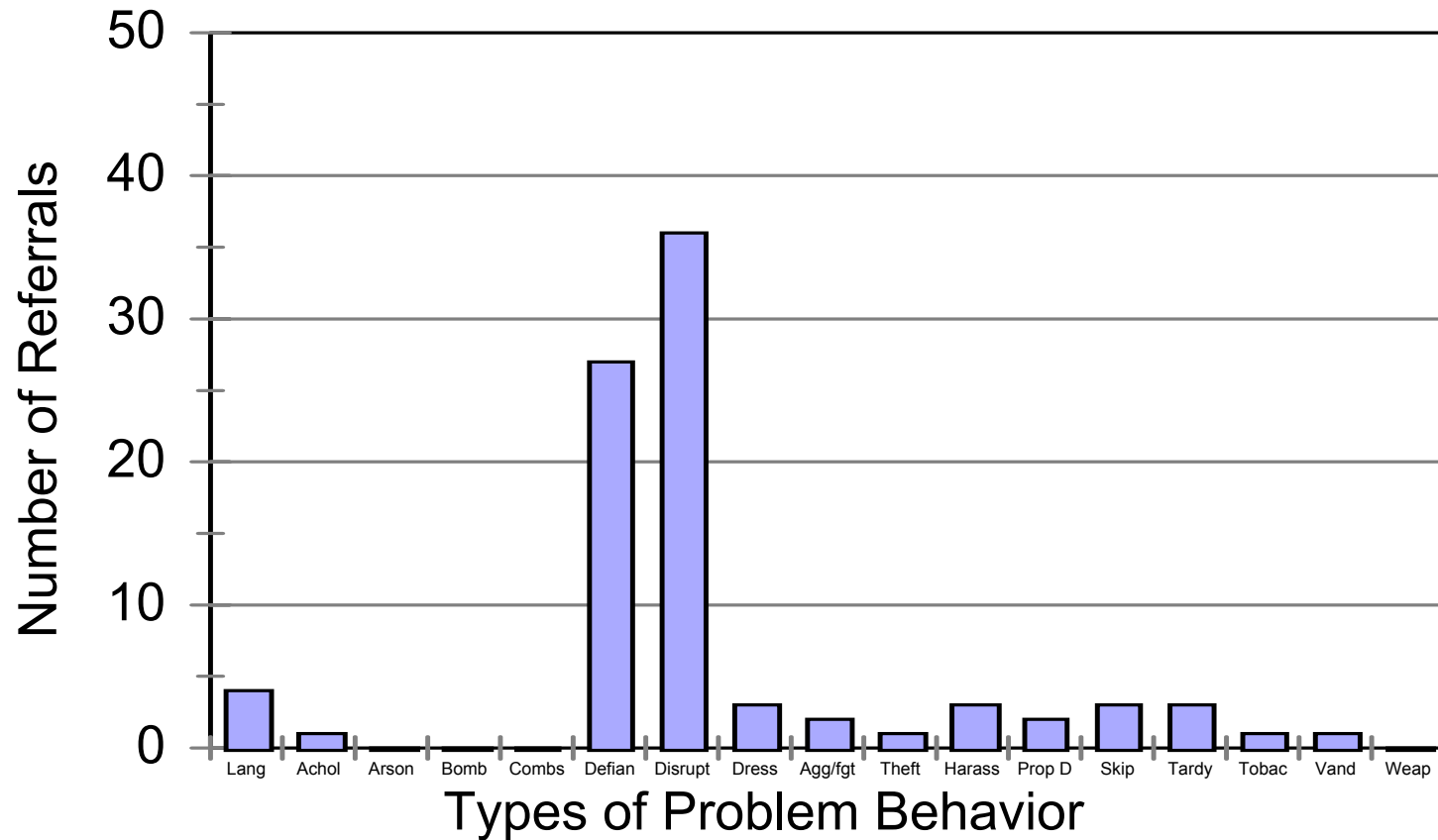Last Year and This Year
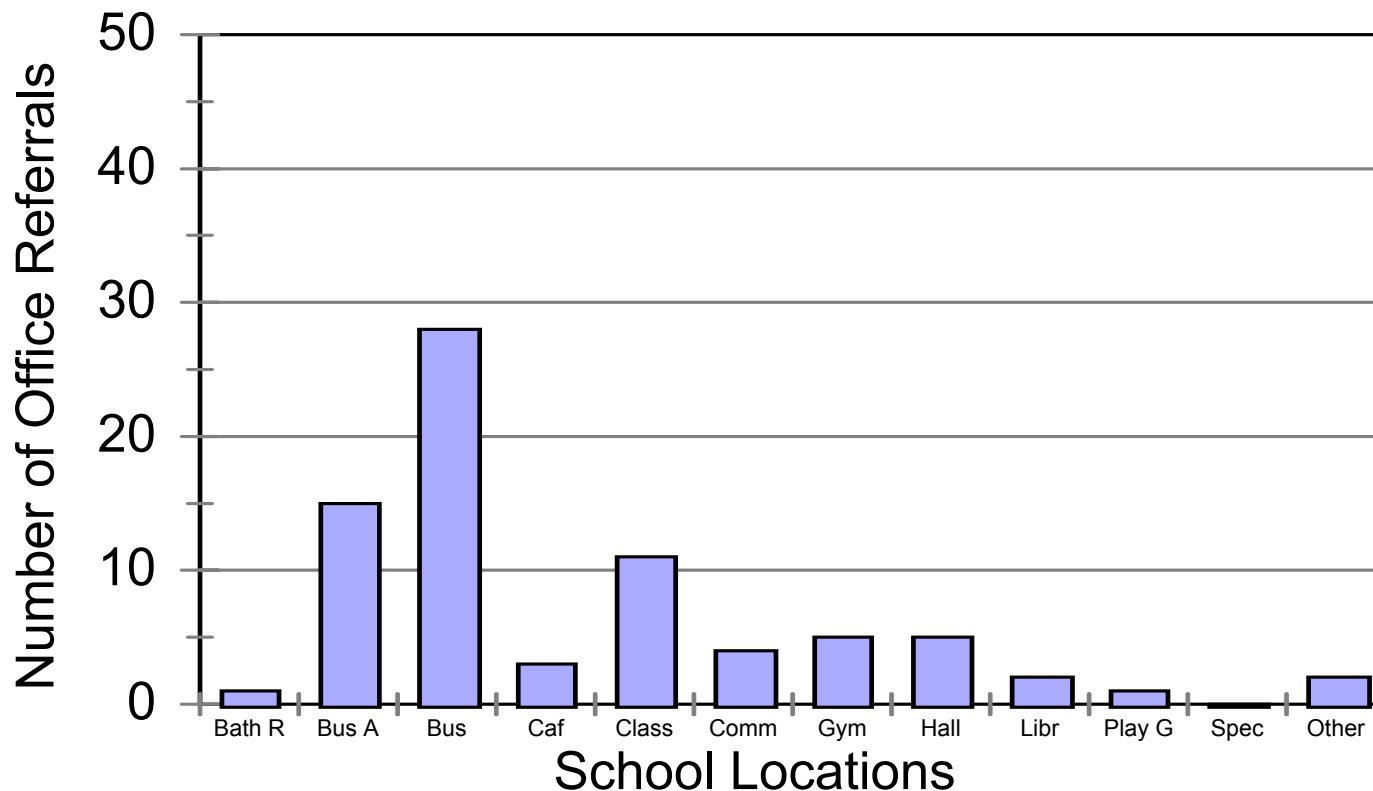
School Months

Ave Referrals per Day

Referrals by Problem Behavior
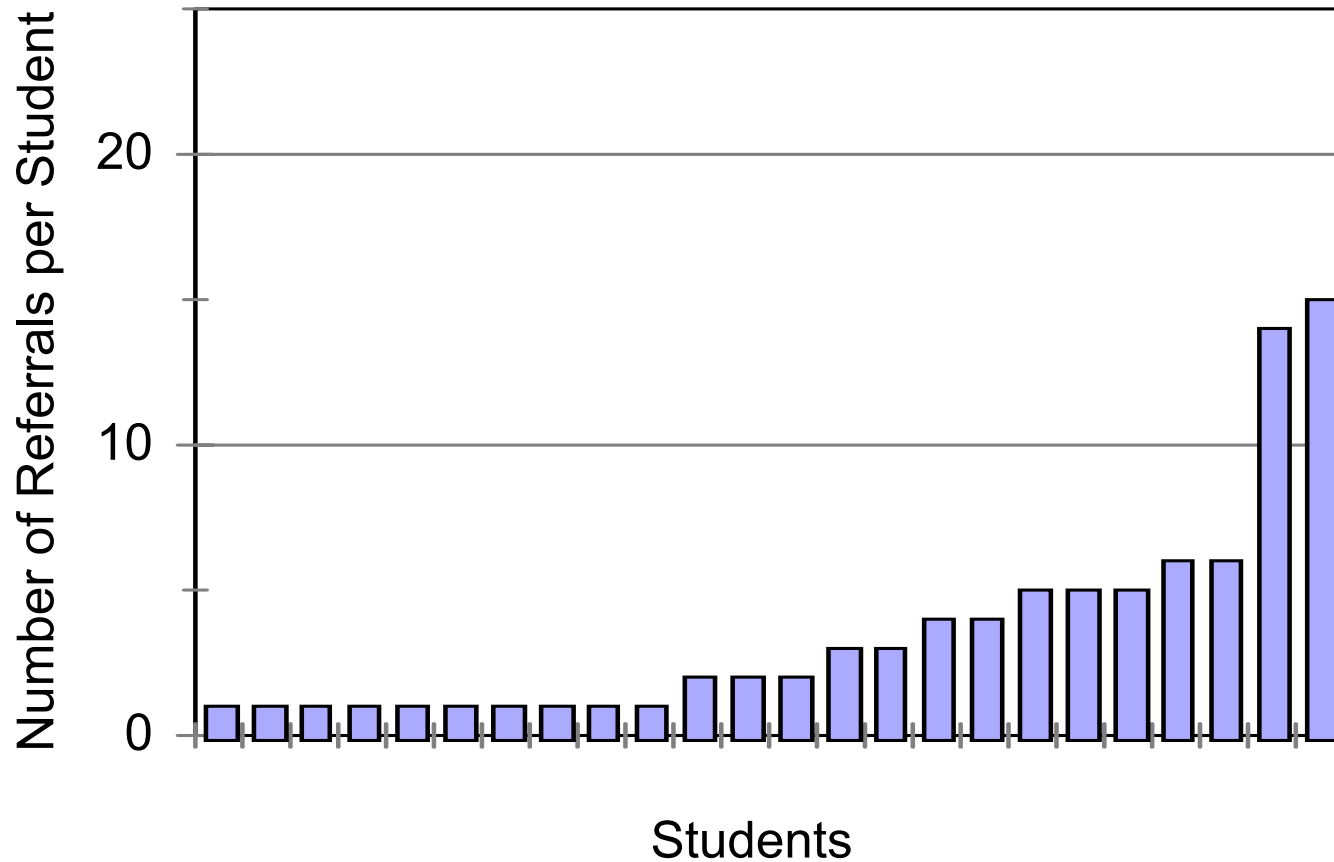

Referrals per Prob Behavior

Referrals per Location
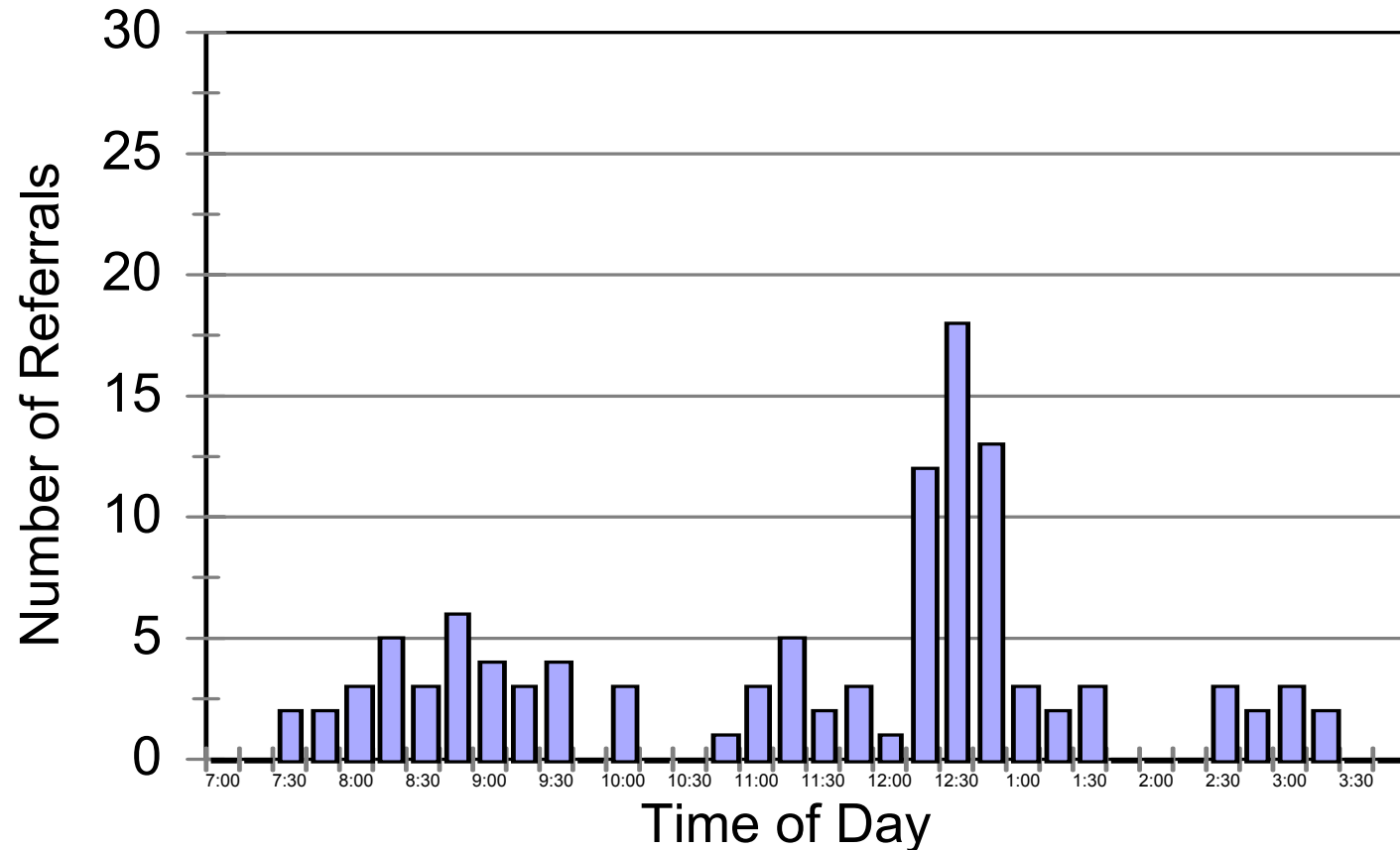

Referrals by Location
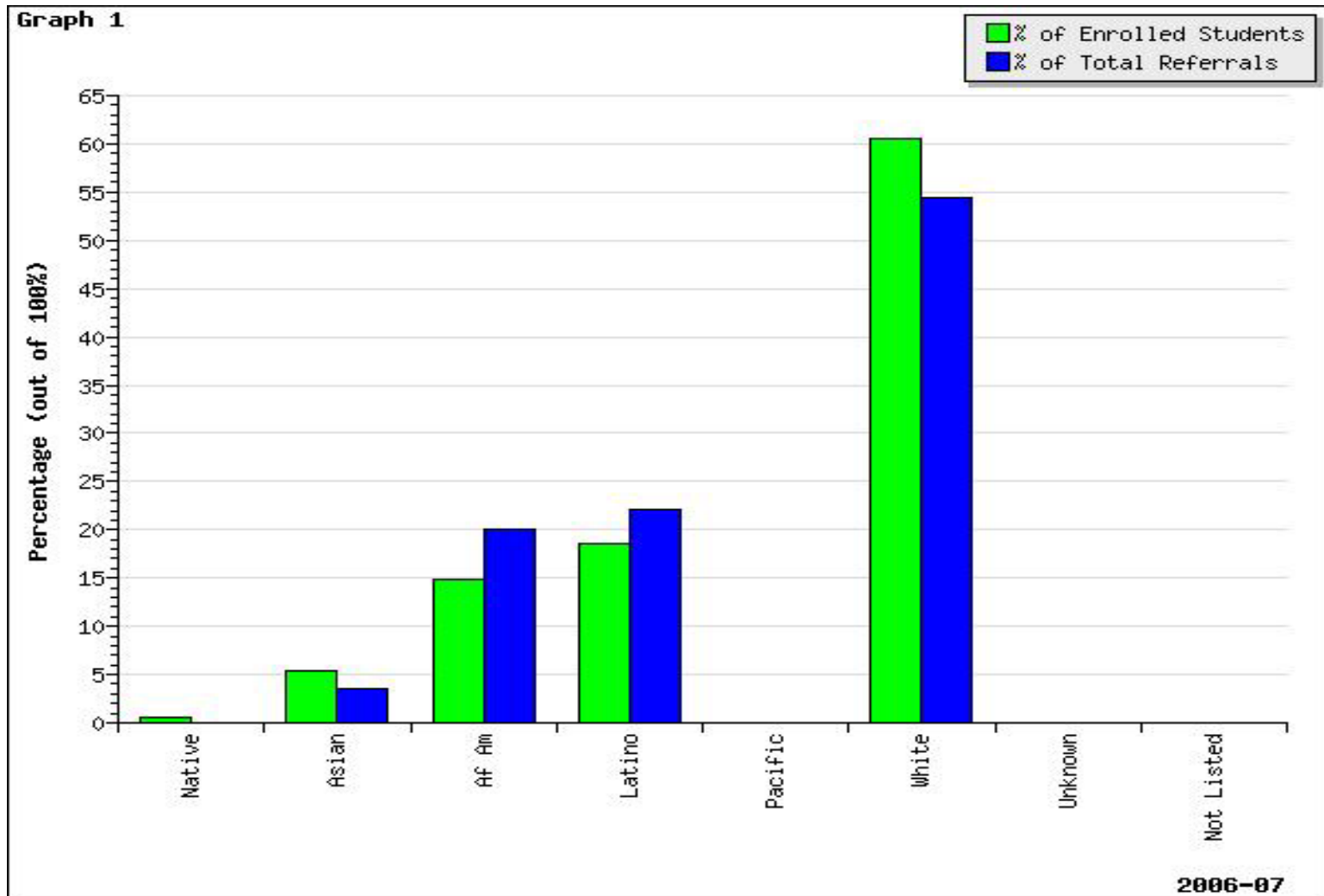
Referrals per Student

Referrals by Time of Day

Referrals by Time of Day
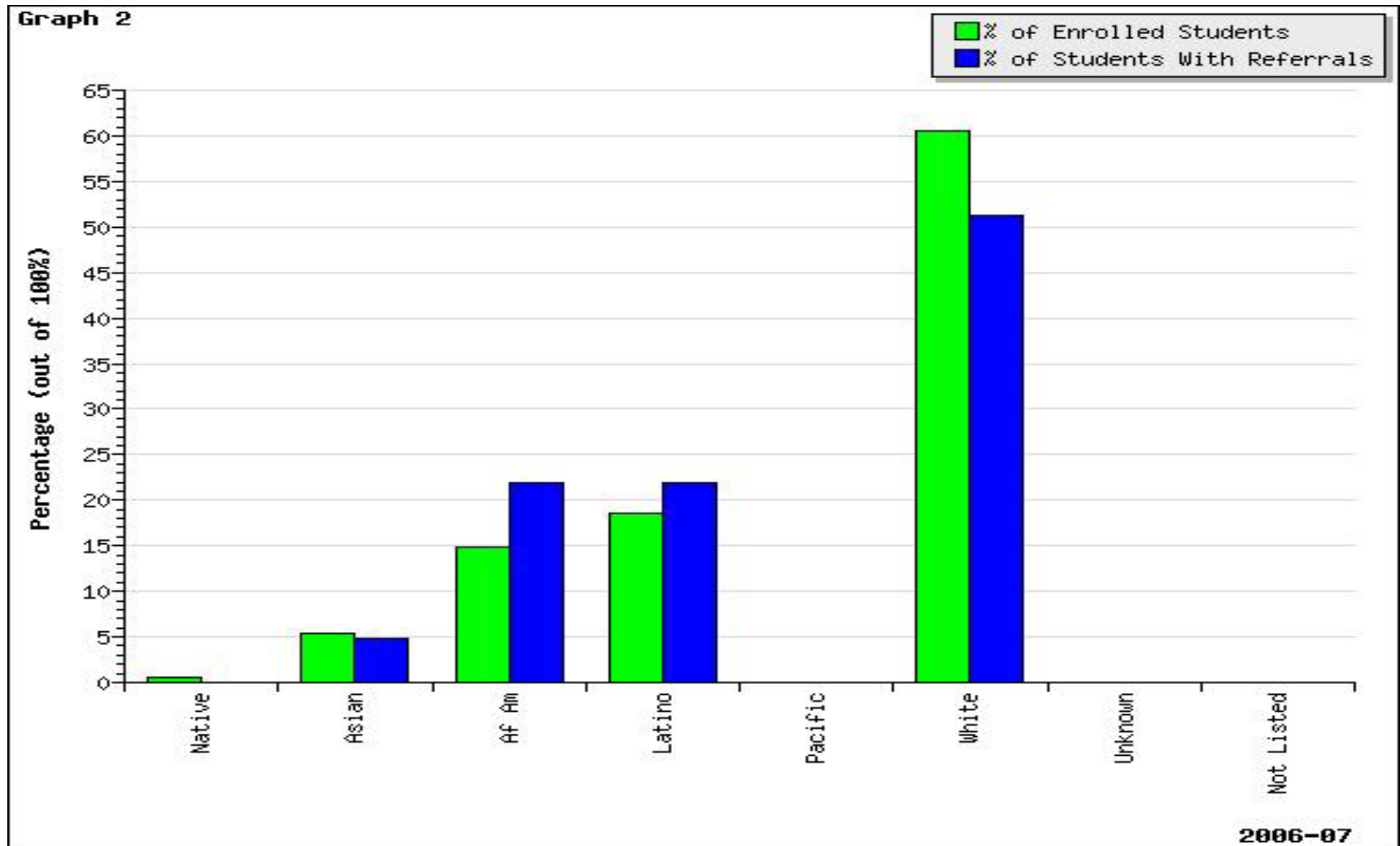
Referrals by Ethnicity
(*Graph #1: Percentage of all enrolled students by ethnicity and percentage of referrals by ethnicity*

Referrals by Ethnicity

Graph #2: <u>Percentage of all enrolled students by ethnicity and percentage of students with referrals by ethnicity</u>

Referrals by Ethnicity

Graph #3: Percentage of students within each ethnic group who have referrals
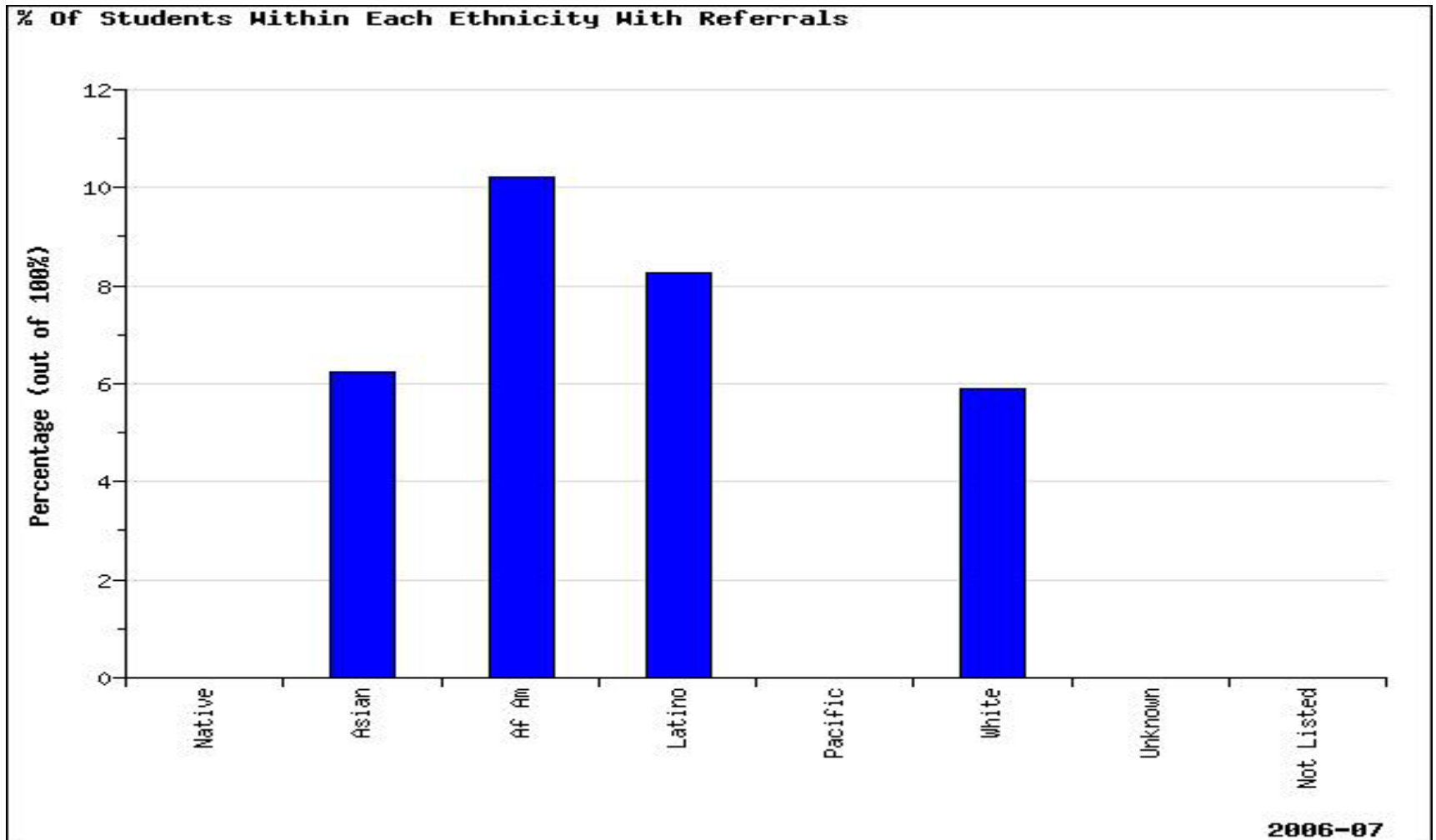
+ If many students are making same mistake, consider changing system….not students
+ Start by teaching, monitoring & rewarding…before increasing punishment

- **How often?**
- **Who?**
- **What?**
- **Where?**
- **When?**
- **How much?**

If problem,
- **Which students/staff?**
- **What system?**
- **What intervention?**
- **What outcome?**

School-wide Positive Behavior Support Systems
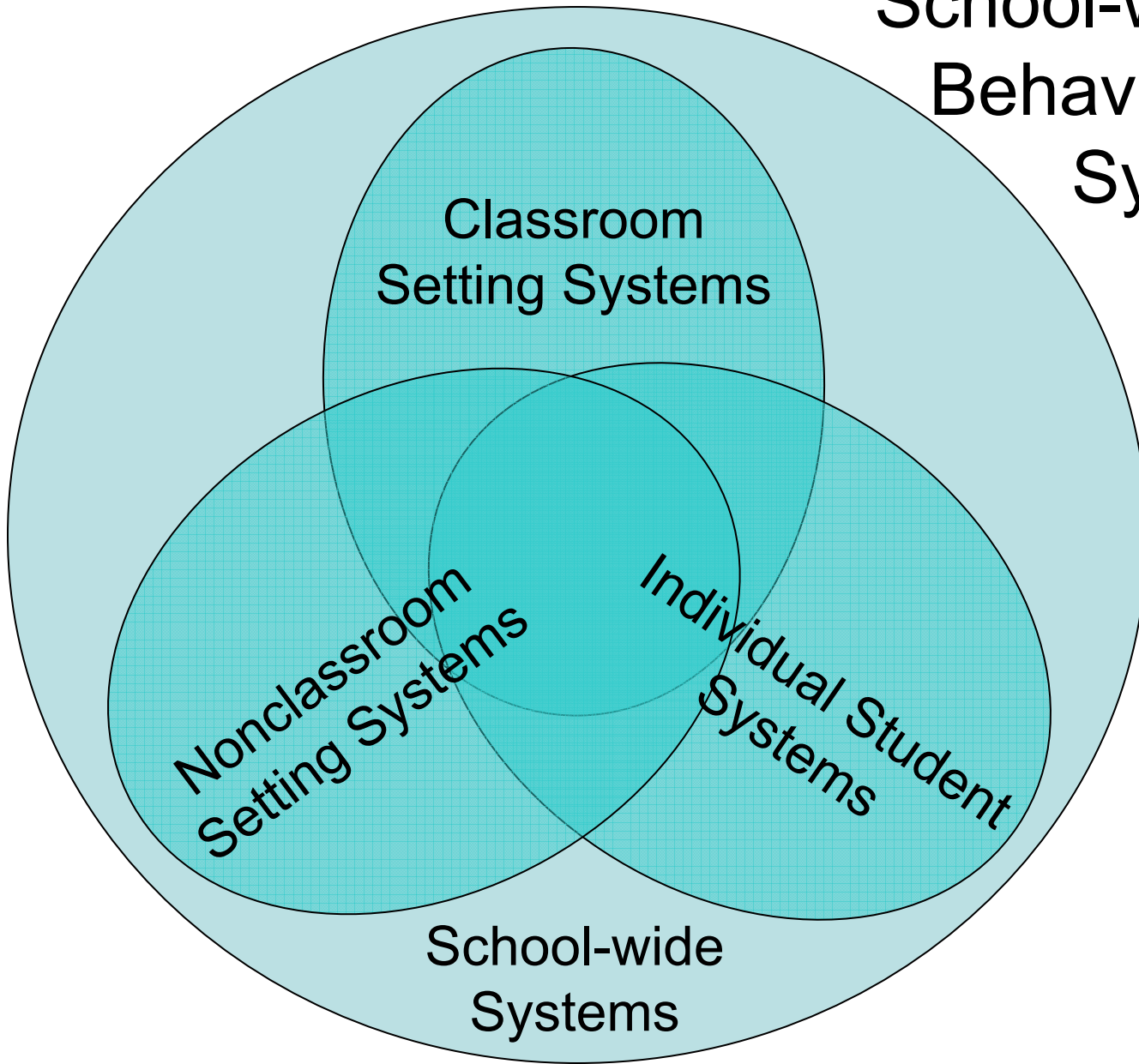
Classroom Setting Systems

Nonclassroom Setting Systems

Individual Student Systems

School-wide Systems

SW PBS Practices

SCHOOLWIDE

1. Common purpose & approach to discipline
2. Clear set of positive expectations & behaviors
3. Procedures for teaching expected behavior
4. Continuum of procedures for encouraging expected behavior
5. Continuum of procedures for discouraging inappropriate behavior
6. Procedures for on-going monitoring & evaluation

CLASSROOM-WIDE

- Classroom-wide positive expectations taught & encouraged
- Teaching classroom routines & cues taught & encouraged
- Ratio of 6-8 positive to 1 negative adult-student interaction
- Active supervision
- Redirections for minor, infrequent behavior errors
- Frequent precorrections for chronic errors
- Effective academic instruction & curriculum

NONCLASSROOM SETTINGS

- Positive expectations & routines taught & encouraged
- Active supervision by all staff
    – Scan, move, interact
- Precorrections & reminders
- Positive reinforcement

SECONDARY/TERTIARY INDIVIDUAL

- Behavioral competence at school & district levels
- Function-based behavior support planning
- Team- & data-based decision making
- Comprehensive person-centered planning & wraparound processes
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations

Teaching Academics & Behaviors
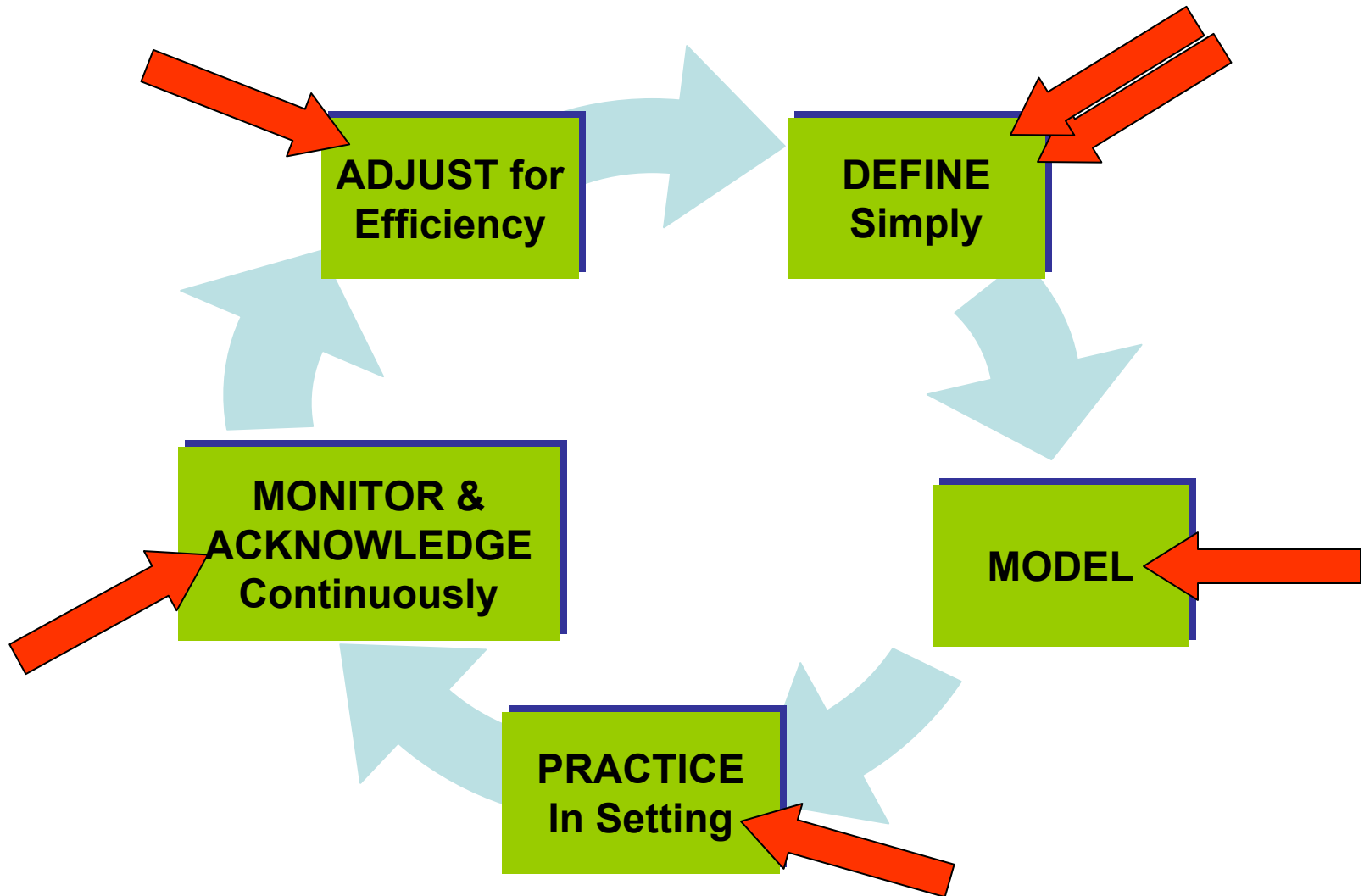
RAH – Athletics

RAH	Practice	Competitions	Eligibility	Lettering	Team Travel
Respect	Listen to coaches directions; push yourself and encourage teammates to excel.	Show positive sportsmanship; Solve problems in mature manner; Positive inter-actions with refs, umps, etc.	Show up on time for every practice and competition.	Show up on time for every practice and competition; Compete x%.	Take care of your own possessions and litter; be where you are directed to be.
Achievement	Set example in the classroom and in the playing field as a true achiever.	Set and reach for both individual and team goals; encourage your teammates.	Earn passing grades; Attend school regularly; only excused absences	Demonstrate academic excellence.	Complete your assignments missed for team travel.
Honor	Demonstrate good sportsmanship and team spirit.	Suit up in clean uniforms; Win with honor and integrity; Represent your school with good conduct.	Show team pride in and out of the school. Stay out of trouble – set a good example for others.	Suit up for any competitions you are not playing. Show team honor. Cheer for teammates.	Remember you are acting on behalf of the school at all times and demonstrate team honor/pride.

"Good morning, class!"

Teachers report that when students are greeted by an adult in morning, it takes less time to complete morning routines & get first lesson started.

"Bell Work"

Teachers report that when all teachers on a given team consistently start every class period with a 2-3 minute relevant exercise that students complete for credit, tardiness decreases and students are ready to start the period.
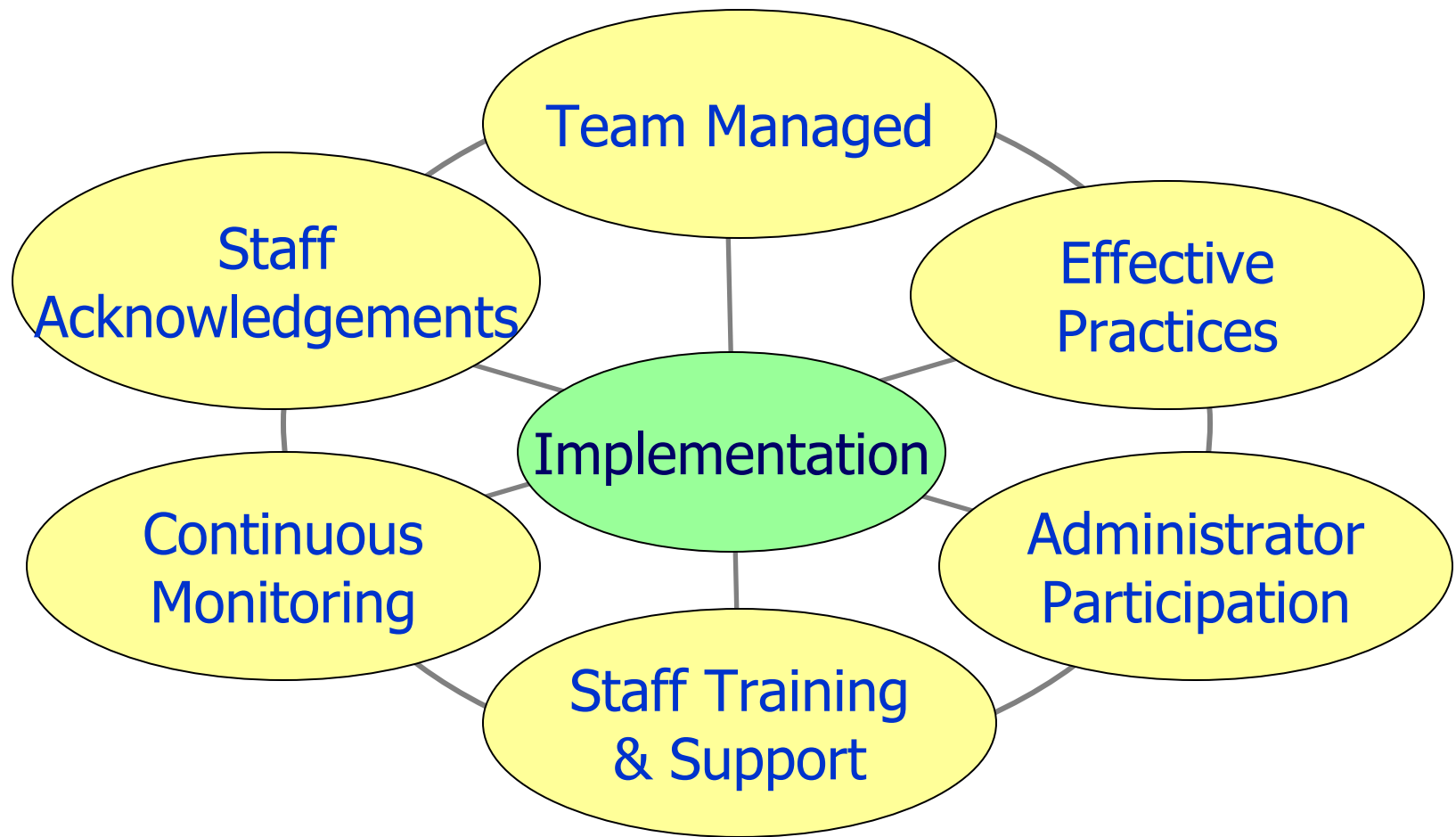
"Positive Office Referral"

- Balancing positive/negative adult/student contacts in Elkhart

- Procedures
  - Develop equivalent positive referral
  - Process like negative referral

Common Language

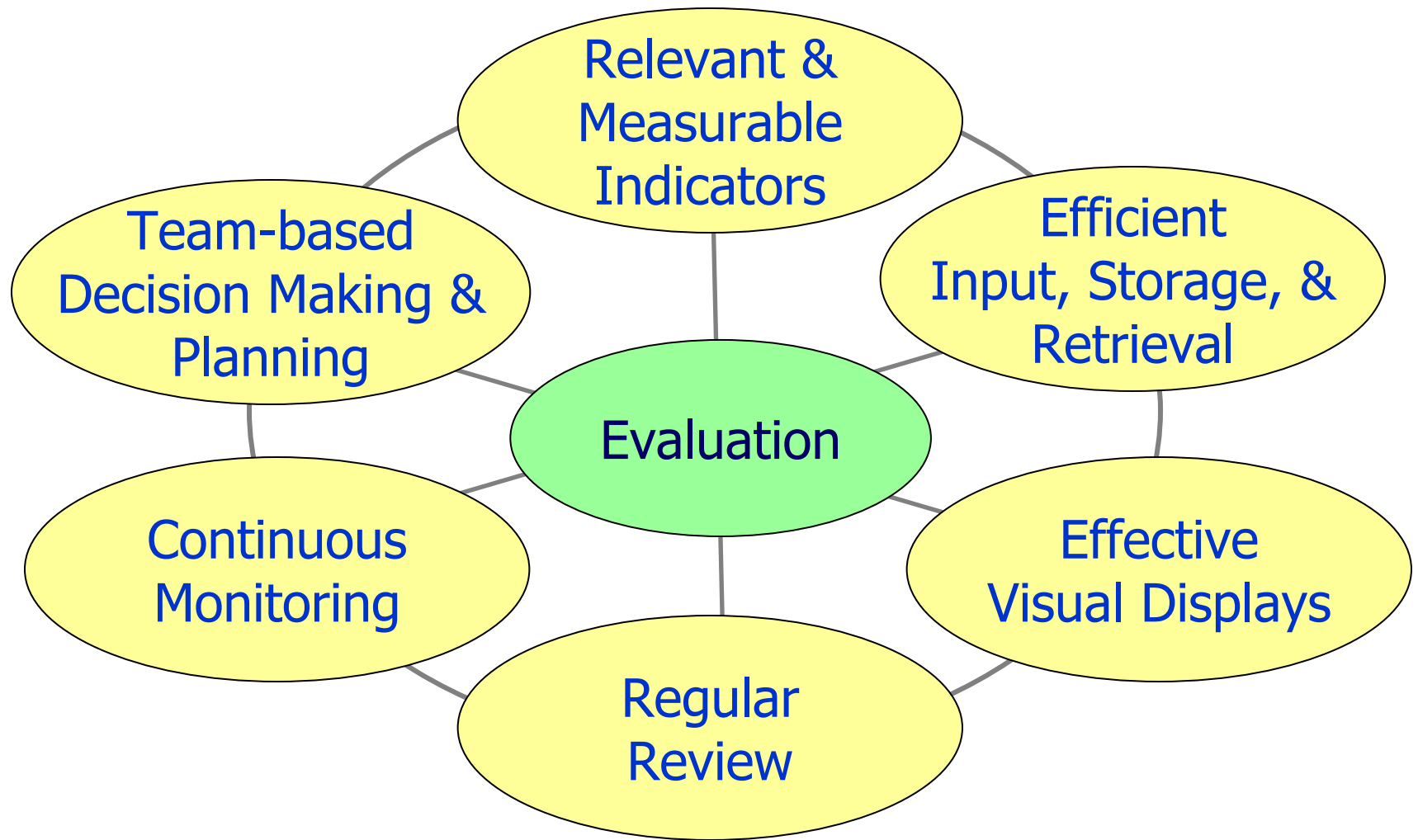"This year, all the teachers say the same thing about what we're supposed to do."
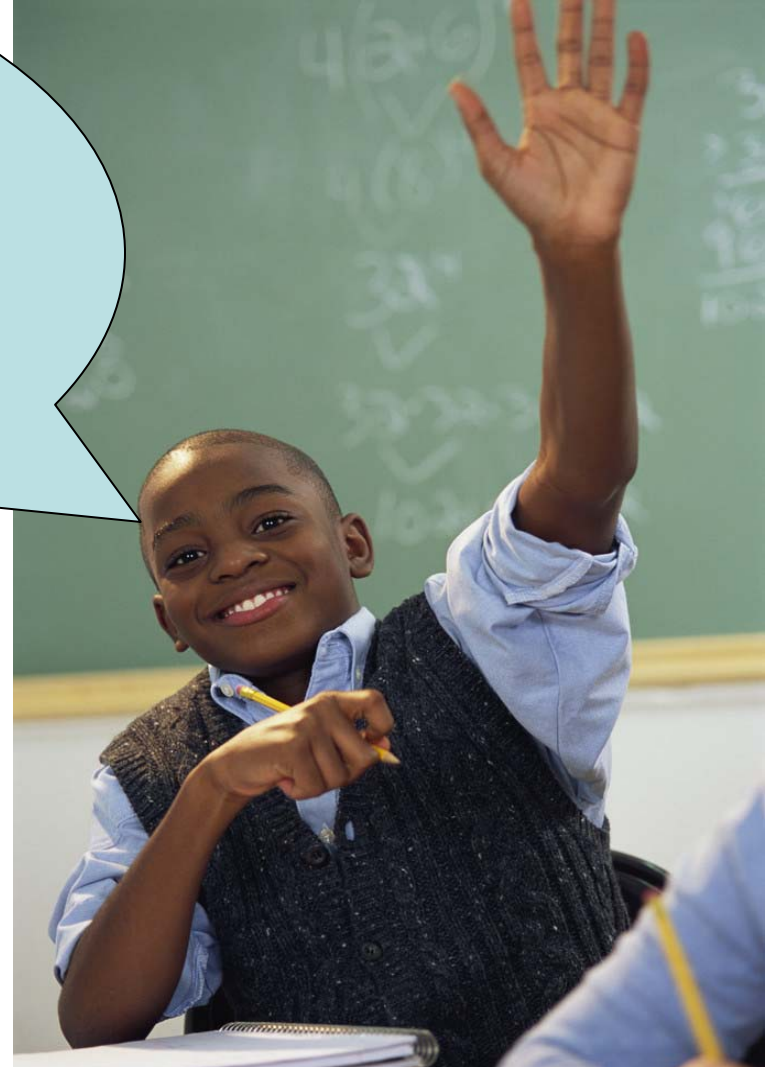
"80% Rule"

- Apply triangle to adult behavior!
- Regularly acknowledge staff behavior
- Individualized intervention for individual nonresponders

ODR Admin. Benefit

2004-2005   1863

2005-2006   1019

                = 844 45% improvement

              = 12,660 min. @ 15 min/referral

          = 211 hrs

= 26 days of Admin time

ODR Instructional Benefit

2004-2005   1863

2005-2006   1019

       = 844 45% improvement

     = 37,980 min. @ 45 min/referral

  = 633 hrs

= 105 days Instruct. time

What does PBS look like?

- **>80% of students** can tell you what is expected of them & give behavioral example because they have been taught, actively supervised, practiced, & acknowledged.
- **Positive** adult-to-student **interactions** exceed negative
- **Function based behavior support** is foundation for addressing problem behavior.
- **Data- & team-based** action planning & implementation are operating.
- **Administrators** are active participants.
- **Full continuum of behavior support** is available to all students

Predictable work environments are places where employees

(Buckingham & educators, students, family members, etc.

1. Know what is expected
2. Have materials & equipment to do job correctly
3. Receive recognition each week for good work.
4. Have supervisor who cares, & pays attention
5. Receive encouragement to contribute & improve
6. Can identify person at work who is "best friend."
7. Feel mission of organization makes them feel like their jobs are important
8. See people around them committed to doing good job
9. Feel like they are learning new things (getting better)
10. Have opportunity to do their job well.

School-based Prevention & Youth Development Programming

Coordinated Social Emotional & Academic Learning
Greenberg et al. (2003) <u>American Psychologist</u>

- Teach children social skills directly in real context
- "Foster respectful, supportive relations among students, school staff, & parents"
- Support & reinforce positive academic & social behavior through comprehensive systems
- Invest in multiyear, multicomponent programs
- Combine classroom & school- & community-wide efforts
- Precorrect & continue prevention efforts

Messages repeated

1. Successful individual student behavior support is linked to *host environments* or schools that are *effective, efficient, relevant, & durable*

2. Learning & teaching *environments must be redesigned* to increase the likelihood of behavioral & academic success

SW-PBS Current Status

- **41 States** currently have state initiatives of SW-PBS
- **Over 5300 US schools**
  - Schools implementing and sustaining
  - Behavior problems reduced
  - Academics improved
  - Positive climates realized

- **Illinois**
  - **45% of all public schools by 2009**
- **Maryland**
  - **50% of all public schools by 2010**

- **State initiatives typically involve partnerships between State DOE, Mental Health, Juvenile Justice and Universities.**

Major State Implementation Efforts of SW PBS

Maryland	494 schools	Alabama	219 schools
Illinois	**611 schools**	Colorado	405 schools
Florida	250 schools	New York	322 schools
Michigan	**181 schools**	**Ohio**	**221 schools**
New Mexico	130 schools	West Virginia	215 schools
Oregon	229 schools	Louisiana	285 schools
Missouri	183 schools	Georgia	171 schools

SW-PBS in Indiana

- Currently, Indiana does not have a Statewide Initiative
- SW-PBS one of 5 INSIG goals
- Known Corporation-wide PBS Initiatives:
  - MSD Lawrence Twp
  - Monroe County
  - Elkhart
  - Warsaw

SW-PBS in Indiana

- Individual Schools
  - MSD Washington Twp
  - IPS
  - Mooresville
  - Michigan City
  - Richmond
  - Merrillville
- Without District-wide Initiatives, sustainability is tough

Conclusion

- Create preventative continuum of behavior support
- Teach and encourage behavioral expectations
- Focus on adult behavior
- Establish behavioral competence
- Make decisions based on data
- Maximize academic success
- Invest in evidence-based practices
- Arrange to work smarter
- Increase personalization and improve relationships

Thank You!

- Look for more information and implementation examples at:

  www.pbis.org